

Programme Title and Name of Award	DipHE in English Literature		
Professional Qualifications / Accreditation	N/A		
Academic Level	Level 5	Total Credits	240
UCAS Code	Q320L	JACS Code	Q320
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/english-literature-diphe/</p> <p>In addition, the programme seeks to widen access by means of a flexible admissions policy. Applicants who do not present the normal entry requirements will be contacted by our Admissions tutor and may be required to submit a bespoke short piece of work to enable us to assess their aptitude for the programme. Following dialogue with the Admissions tutor this might, for example, involve asking the applicant to produce a short analytical essay discussing key features of a specific literary text.</p>		
Teaching Institution	University of Cumbria		
Owning Department	Institute of the Arts		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Full Time, Part Time		
Delivery Site(s)	Ambleside Campus		
Programme Length	Full time 2-years min/4-years max		

	Part time 3-years min/6-years max
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded the following Exit Award if you fail to achieve the requirements of the full programme: Cert HE in English Literature

Programme Features

The DipHE English Literature Programme at the University of Cumbria makes the most of our beautiful location and includes at least one fieldtrip to an important regional site of literary interest in order to explore the relationship between literature and the natural environment.

In addition, your programme:

- Explores both the canonical and the contemporary, from Shakespeare to the contemporary novel.
- Considers the main genres of poetry, prose, and drama, and explores both traditional areas as well as new directions the subject is taking (including areas such as the relationship between Literature and Film, and literature's role in developing environmental and supporting ecological thinking).
- Introduces you to both global and regional literary contexts, including the rich literary heritage of the Lake District and the North West.
- Provides opportunities to engage with the regional Cultural Heritage and Creative Industries, and explore the interface between university and subsequent employment.
- Provides optional opportunities to study a Creative Writing element.
- Utilises diverse and innovative assessment methods which develop contemporary communication skills including recording a mock radio programme, online discussion forums, and web-page design.
- Provides embedded career development opportunities.
- Is delivered by a small and supportive academic team who offer plenty of opportunities for academic support.
- Only takes two years when studied full-time however most students transfer onto the BA English route at the end of their first year and complete a full three-year degree programme.

Aims of the Programme

The overall aims of the Programme are:

1. To promote the study of literatures from the English-speaking world from a wide variety of periods and cultures and from a number of ethical and political perspectives, and to encourage in students a sense of enthusiasm for the subject and an appreciation of its continuing social, political, economic and cultural importance;
2. To offer students a knowledge and appreciation of contextual approaches to the production and

reception of literary and non-literary texts, and to problematise the act of reading so that students can reflect critically upon textual reception both historically and in their own practice;

3. To advance awareness of how culture, language, technology, and economics affect how, where, and by whom texts are produced and received;

4. To help the student to understand and appreciate the expressive resources of language and the formal and aesthetic dimensions of literary texts;

5. To begin to develop autonomous learning skills and render explicit the range of subject-specific and transferable skills, including high-order literacy and communication skills of value in future study or employment.

6. To encourage students to recognise the skills they develop through the course, and help them to identify some specific career opportunities which draw on those skills.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate knowledge and understanding of the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

- K1.** knowledge of a number of authors and texts from different periods of literary history
- K2.** understanding of the distinctive character of texts written in the principal literary genres, prose, poetry and drama, and of other kinds of writing and communication
- K3.** knowledge of the technical and formal aspects of literary texts
- K4.** some understanding of how literature and language produce and reflect cultural change and difference
- K5.** knowledge of some of the literary, cultural, regional, global, media and socio-historical contexts in which literature is written and read
- K6.** some awareness of appropriate critical terminology and its application.

After 240 credits of study (DipHE) you will be able to demonstrate:

- K7.** knowledge and understanding of a substantial number of authors and texts from different periods of literary history, including writing from periods before 1800
- K8.** detailed understanding of the distinctive character of texts written in the principal literary genres, prose, poetry and drama, and of other kinds of writing and communication
- K9.** a reflective awareness of the technical and formal aspects of literary texts
- K10.** applied understanding of how literature and language produce and reflect cultural change and difference
- K11.** detailed knowledge of the literary, cultural, regional, global, media and socio-historical contexts in which literature is written and read
- K12.** understanding of how culture, language, technology, and economics affect how, where and by whom texts are produced and received
- K13.** knowledge of the role of critical traditions in shaping literary history, and of appropriate critical terminology and its application
- K14.** awareness of the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge
- K15.** knowledge of the Cultural Heritage and creative industries sector.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

- S1.** skills in close reading and critical analysis of texts
- S2.** an ability to articulate your own ideas effectively and accurately, both orally and/or in writing
- S3.** An ability to utilise appropriate critical terminology
- S4.** competence in employing bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work
- S5.** some capacity for independent thought and judgement
- S6.** skills in working with and in relation to others through constructive dialogue
- S7.** effective organisation and time management skills
- S8.** IT skills from basic competences such as word-processing to the use of other forms of media
- S9.** An ability to take responsibility for your own work

After 240 credits of study (DipHE) you will be able to demonstrate:

- S10.** enhanced skills in close reading and critical analysis of texts
- S11.** an ability to articulate your own and other people's ideas effectively, accurately and persuasively, orally and/or in writing
- S12.** command of a good range of vocabulary and of an appropriate critical terminology
- S13.** confidence in writing to specific briefs and in working both independently and collaboratively
- S14.** skills in discovering and synthesizing information and evidence, and in presenting this in a structured and systematic way
- S15.** enhanced competence in employing bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work
- S16.** a capacity for independent thought, critical reasoning and judgement
- S17.** skills in working with and in relation to others through the presentation of ideas and information, constructive dialogue, the giving and receiving of feedback, and the collective negotiation of solutions
- S18.** awareness of and sensitivity to cultural contexts when working with others
- S19.** growing confidence in evaluating and reflecting on your own practices and assumptions
- S20.** confident organisation and time management skills
- S21.** adaptable and transferable critical and communication skills
- S22.** a range of IT skills from basic competences such as word-processing to more complex skills using web-based technology and other forms of media
- S23.** an ability to take responsibility for your own work and to adapt to different demands and tasks

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmark Statement for English, February 2015.

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

A range of teaching and learning strategies and formats are deployed including lectures, seminars, workshops, small group or individual tutorials, group work, VLE discussion forums, guided independent study and fieldtrips. These are supplemented by set tasks, worksheets, online resources, and other activities and exercises. The learning and teaching approaches taken contribute to the development of disciplined private reading; receptivity to various forms of textual representation; a willingness to engage with the ideas, values and beliefs of others coupled with an awareness of one's own; and the ability to articulate, both orally and in written form, independent and original perspectives.

A major underpinning objective of the course is your development as an independent learner so that as you progress through the programme the role of exercises and preparative tasks to aid the acquisition of skills becomes subordinate to the production of independent scholarly work and critical engagement with it.

Your learning is assessed by both formative and summative strategies during the course of the

programme. Types of formative assessment include contributions to online forums, draft material, short essay plans or sections of work produced in class or in advance of a tutorial, contribution to workshop contexts, short presentations or student-led input in class, and quizzes. Tutor or peer feedback on formative assessments may be provided orally or in writing, and this work does not contribute to the overall mark for a module.

We use a wide range of summative assessment strategies to enable you to demonstrate the extent to which you have achieved the learning outcomes of individual modules and the programme of study overall. Summative assessments contribute to your overall mark for a module. The range of summative assessment modes used by English Literature modules includes the critical reflection, take-away examinations, presentations (individual or group), timed class exercises, scene studies, VLE (online) activities, reviews, recordings, extended independent work, projects, portfolios, and centrally the critical essay. A wide range of summative modes of assessment is used because this enables different aspects of your learning and skills to be tested. Where two assessment items are involved within a given module, there will be some overlap in terms of assessing the module's ILOs where these relate to areas addressed by the overall module content, such as knowledge and understanding of specific literary contexts/periods, but assessing these ILOs over two shorter assignments rather than within one long assignment allows students to demonstrate their breadth of understanding while having the opportunity to develop their overall performance on the module by submitting the second piece having already had detailed written feedback from the first. In virtually all cases, however, there is also at least ILO which is unique to each assignment, thus allowing for example for the learning and assessment of a more specific skill/application of knowledge in each element (e.g. specific IT skills, close-reading skills, group working skills).

Where assessment strategies test key areas (e.g. analytical skills, group working skills), a developmental approach is taken so that these skills are developed and tested in a way which relates to the level of your learning (e.g. a L4 close reading activity might simply ask you to examine a very specific passage in relation to the text as a whole; at L5 such an activity might ask you to relate the close reading to a wider socio-historical context). There is also a developmental approach to supporting your growing independence as a learner with a compulsory research module built into L5.

The assessment strategy ensures that as a graduate of this programme you will have demonstrated a range of skills that enhance employability and/or provide a solid base for further study, including L6, and most students enrolled on the DipHE route will go on to complete the full three-year BA in English Literature. The development of a range of key and employability skills is intrinsic within the study of English Literature at all levels, and these skills are developed and tested throughout the programme in a variety of ways. In addition, specific assessment activities (e.g. scripting a mock radio programme; designing web site content) running throughout both years of the programme ask you to engage with contemporary cultural heritage, media and other relevant wider world contexts.

Student Support

Your studies will commence with a week-long programme of induction activities designed to provide you with essential information about the programme and to support you through the process of transition into Higher Education, this will include input from the programme leader, from module tutors, and from LiSS. Following this first week, ongoing induction support is built into normal timetabled delivery, including further LiSS input as appropriate. International students will be offered bespoke induction during the induction period and henceforth via the support mechanisms available to other students.

High levels of support are offered by the academic programme team throughout the course of your studies and you will be able to make use of our weekly office hours and open-door policy should you need academic support with your studies.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the

delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy. In early meetings your Personal Tutor will undertake a one-to-one skills assessment with you and as a result of this further support mechanisms can be built into your study as required.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including: access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face-to-face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Head Start

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Assisted Study Sessions

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Overview of Programme Structure

A diagram showing the overall structure and design of the programme is given below:

Level 4

Semester 1

ELIT4400 Introduction to Literary Studies

ELIT4410 Reading for Writing

ELIT4404 Travels in Poetry

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+

⇒

+

⇒

Semester 2

ELIT4401 Texts and Contexts

ELIT4403 Texts and Readers

ELIT4405 Literature in the Media

Level 5

Semester 1

ELIT5510 Texts in the World

⇒

ELIT5530 Literature and the Environment

+

⇒

Option 1

+

⇒

Semester 2

ELIT5520 Research Skills for English

ELIT5505 Early Modern Writing

Option 2

Optional modules for Option 1 are as follows: ELIT5502 British Romanticism: Literature in an Age of Revolution; ELIT5504 Gothic Literature. Options for Option 2 are as follows: ELIT5503 Literature in the Victorian Period; ELIT5506 Literature and Film; ELIT5508 Shakespeare; CREW5501 Poetry and Place.

As is common practice within English programmes in Higher Education a greater number of optional modules are validated than are offered in any one academic year. A selection of the optional modules validated at L5 and L6 will be available each year and the number and choice offered will vary depending on specific staffing issues and cohort size. The team ensure, however, that in any one year the modules available present a breadth of coverage in terms of periods, genres, and contexts.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	ELIT4401	Texts and Contexts	20	Compulsory	K1-6; S1-9
4	ELIT4400	Introduction to Literary Studies	20	Compulsory	K1-6; S1-9
4	ELIT4403	Texts and Readers	20	Compulsory	K1-6; S1-9
4	ELIT4404	Travels in Poetry	20	Compulsory	K1-6; S1-9
4	ELIT4405	Literature in the Media	20	Compulsory	K1-6; S1-9
4	ELIT4410	Reading for Writing	20	Compulsory	K1-6; S1-9
5	ELIT5505	Early Modern Writing	20	Compulsory	K7-14; S10-23
5	ELIT5510	Texts in the World	20	Compulsory	K8-12, 14-15; S10-12, 14-16, 20-23
5	ELIT5520	Research Skills for English	20	Compulsory	K9, 11-14; S10-23
5	ELIT5530	Literature and the Environment	20	Compulsory	K7-15, S10-12, 14-16, 18-21, 23
5	ELIT5502	British Romanticism: Literature in an Age of Revolution	20	Optional	K7-14; S10-16, 20-23
5	ELIT5503	Literature in the Victorian Period	20	Optional	K7-14; S10-16, 20-23
5	ELIT5504	Gothic Literature	20	Optional	K7-14; S10-16, 20-23
5	ELIT5506	Literature and Film	20	Optional	K7, 9-14; S10-16, 18-21, 23
5	ELIT5508	Shakespeare	20	Optional	K7-14; S10-23

5	CREW5501	Poetry and Place	20	Optional	K7-9, 11, 13-14; S10-20, 22-23
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Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

Optional modules may be subject to availability and viability. Not all optional modules will be offered each year and the number and choice offered will vary depending on specific staffing issues and cohort size. In any one year, however, the modules available will present a breadth of coverage in terms of periods, genres, and contexts. At L5 40 optional credits are permitted. Optional choices will be made in the spring of the previous academic year and guidance on the process will be provided by the Programme Leader.

The programme can be studied on a full-time or part-time basis. On the part-time route students will study alongside full-time students but will take half the number of modules taken by full-time students each academic year (i.e. 3 modules rather than 6 per year, so that a full DipHE programme on a part-time route will take 4 rather than 2 years) – it is not possible to produce a separate curriculum map for this, as specific decisions about the order in which modules are studied by part-time students are made on an individual basis so that we can tailor each student's studies to meet their needs.

* Key to Module Statues

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (if the award permits)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
ELIT4401	Texts and Contexts	Spring	Portfolio 2000 words or equivalent 2500 word essay	Mid Late
ELIT4400	Introduction to Literary Studies	Autumn	1500 word written assignment 2500 word portfolio	Mid Late
ELIT4403	Texts and Readers	Spring	2000 word essay 7 day takeaway paper	Mid Late
ELIT4404	Travels in Poetry	Autumn	VLE activity 2500 word essay	Early-Mid Late
ELIT4405	Literature in the Media	Spring	2000 word essay 'Radio' recording	Mid Late
ELIT4410	Reading for Writing	Autumn	1500 word written assignment 3000 word portfolio	Mid Late
Students exiting at this point with 120 credits would receive a CertHE in English Literature				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline

ELIT5505	Early Modern Writing	Spring	VLE activity 2500 word written assignment	Early-mid Late
ELIT5510	Texts in the World	Autumn	2500 word report Web page design	Mid-Late Late
ELIT5520	Research Skills for English	Spring	Portfolio 2000 word essay	Early-mid Late
ELIT5530	Literature and the Environment	Autumn	2000 word essay 2500 word essay	Mid Late
ELIT5502	British Romanticism: Literature in an Age of Revolution	Autumn	2500 word close comparative reading Exam	Early Late
ELIT5503	Literature in the Victorian Period	Spring	4500 word take away examination	Late
ELIT5504	Gothic Literature	Autumn	2000 word written assignment 2500 word essay	Mid Late
ELIT5506	Literature and Film	Spring	2000 word essay 2500 word Essay	Mid Late
ELIT5508	Shakespeare	Spring	Presentation 2500 word essay	Early Late
CREW5501	Poetry and Place	Spring	1500 word critical reflection 3000 word (equivalent) portfolio of poetry	Late Late

Students exiting at this point with the full 240 credits will receive a DipHE in English Literature

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme validation and revalidation
- Annual Evaluatory Reports
- Peer Review of Teaching
- External Examiner Reports

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UKES
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

October 2016

Date Programme Specification was last updated:

29.10.2019

For further information about this programme, refer to the programme page on the University website: <http://www.cumbria.ac.uk/English-literature>